

DOCUMENT RESUME

ED 246 737

HE 017 365

AUTHOR Mark, Charles
TITLE Third World Studies in Massachusetts Higher Education. Academic Project 1981-1983. Part III: Analysis, Discussion and Proposal.
PUB DATE 84
NOTE 26p.; For related documents, see HE 017 363-364. Some tables may not reproduce well.
PUB TYPE Reports - Descriptive (141) -- Reports - Research/Technical (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Area Studies; Church Related Colleges; *College Curriculum; College Programs; Community Colleges; *Developing Nations; Educational Certificates; Higher Education; Institutional Characteristics; *International Education; *Majors (Students); Private Colleges; Program Proposals; *Social Sciences; State Colleges; State Surveys
IDENTIFIERS *Massachusetts; North Adams State College MA

ABSTRACT

Results of a study concerning teaching about the third world in colleges in Massachusetts are analyzed in this third of three volumes. A proposal for an academic certificate program in third world studies is also presented. Sixty colleges and universities in Massachusetts were surveyed (approximately half of such institutions in the state and enrolling 90% of the students). This sample of institutions is characterized as strong in liberal arts, with social sciences and humanities being well represented. The study focused on the extent to which the social sciences are involved in teaching about the third world, as well as the specific roles of sociology and anthropology. Data and narrative sections are presented on the following: population change and density of Massachusetts counties, the ethnic and racial composition of the counties, the percentage of minority and foreign students at 10 "more competitive" and 10 "less competitive" institutions in Massachusetts, and data on the home country of foreign students. It is proposed that North Adams State College establish a program leading to a Certificate in Third World Studies. This would be a one-year research-oriented program, encouraging independent study by students. Features and requirements of the program are described, including proposed courses. (SW)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED246737

THIRD WORLD STUDIES IN MASSACHUSETTS HIGHER EDUCATION

Academic Project 1981 - 1983

Charles Mark

Department of Sociology-Anthropology-Social Work

PART III: Analysis, Discussion, and Proposal

HE 017 365

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Charles
Mark

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PART III. ANALYSIS, DISCUSSION, AND PROPOSAL

- A. Analysis of the Survey and Census Data on Population and Minorities
- B. Discussion
- C. Proposal of an Academic Program in Third World Study

A. ANALYSIS OF THE SURVEY AND CENSUS DATA

Our survey covers some 60 colleges and universities. This number represents, however, only about one half of the 118 institutions of higher education in Massachusetts listed in Educational Directory: Colleges and Universities 1981-1982 (Washington, D.C.: National Center for Educational Statistics). Our survey includes virtually all state institutions and all private ones where courses dealing with third world subject matter are offered by departments of social sciences and humanities. It is estimated that the institutions surveyed enroll the majority (at least 90%) of all students in higher education in Massachusetts.

The common characteristic of the institutions not included in our survey is their small enrollment, which averages well below 1,000, or a curriculum which offers predominantly occupational, professional, or other specialized training. About one half of these institutions are small private colleges, especially junior colleges; some are affiliated with churches and denominations, but most are classified as "independent non-profit". The other half is composed of seminaries and schools of theology (often limited to graduate study) of the Roman Catholic, Episcopal, Greek Orthodox and other churches; conservatories or schools of music; and institutions offering specialized training (often at the graduate level) in fine arts, technology, pharmacy, optometry, psychology, law, and medicine.

In contrast, our sample consists of institutions in which the liberal arts play a central or at least a significant part in the overall curriculum, with social sciences and humanities being well represented. This study attempts to determine which of the social sciences are involved in teaching about the third world and what specific part sociology and anthropology play in this endeavor.

Our survey covers all parts of Massachusetts. With the exception of two very small counties (Dukes and Nantucket)

located on islands and with populations of less than 10,000, all the 14 counties of Massachusetts are represented through institutions in our sample. Table A (on p.93) gives area and population data for each county. Five counties - Berkshire, Franklin, Hampden, Hampshire, and Worcester - comprise central and western Massachusetts, surveyed in Part I of this report, while the remaining 9 counties comprise eastern Massachusetts (including Boston), the area surveyed in Part II.

The eastern boundary of Worcester County divides the state into two parts of almost equal size, or at least as equal as can be achieved by combining counties to form a contiguous territory. Eastern Massachusetts, as defined here, covers about 45% of the total area of the state; the region of central and western Massachusetts, somewhat larger, covers about 55% of it. While the two regions are similar in size, the population is heavily concentrated in the east, with three-quarters of the total population there and the remaining one-quarter in the central and western part of the state.

During the decade 1970 to 1980 the state as a whole remained at the 5.7 million population level, with an overall increase of less than 1%. Some counties, such as Berkshire and Worcester, experienced only slight population changes in that period. Others, in and near Cape Cod (Barnstable, Dukes, Nantucket), in southeastern Massachusetts (Bristol and Plymouth), and in western Massachusetts (Franklin and Hampshire) show considerable population increases. Counties in the Boston metropolitan area (especially Suffolk) have generally experienced population declines.

As we mentioned in the introduction to Part II of this report, the institutions in the east are not only more numerous, they are also larger. For this reason, about two-thirds of our sample is located in the east while only one-third is in the larger central and western part of the state.

The size of an educational establishment as measured by its enrollment depends to some extent upon the size and density of the population resident in the area in which it is situated. Community colleges and other institutions with relatively open admissions or those (such as Suffolk University) which serve only commuting students depend, of course, upon the level of density of the population in the area from which they draw their students. Out of 15 community colleges in Massachusetts, 5 are in the central and western region while 10 are in the eastern part of the state. The proportions are identical with those of all institutions covered in the survey and, because of generally

Table A: MASSACHUSETTS COUNTIES - POPULATION CHANGE & DENSITY

* = counties in central and western Massachusetts, as defined on p. 92

	1970 Pop.	1980 Pop.	Diff. '70-'80	%Change '70-'80	Area- sq.mls.	1980 Pop. density per sq.ml.

Barnstable	36,656	147,925	51,269	53.0	393	376
*Berkshire	149,402	145,110	-4,292	-2.9	941	154
Bristol	444,301	474,641	30,340	6.8	554	857
Dukes	6,117	8,942	2,825	46.2	104	86
Essex	637,887	633,676	-4,211	-0.7	494	1,283
*Franklin	59,210	64,317	5,107	8.6	708	91
*Hampden	459,050	443,018	-16,032	-3.5	619	716
*Hampshire	123,981	138,813	14,832	12.0	529	262
Middlesex	1,397,465	1,367,034	-30,431	-2.2	825	1,657
Nantucket	3,774	5,087	1,313	34.3	46	111
Norfolk	604,354	606,537	1,733	0.3	394	1,540
Plymouth	333,314	405,437	72,123	21.6	654	620
Suffolk	735,190	650,142	-85,048	-11.6	56	11,610
*Worcester	637,037	646,352	9,315	1.5	1,509	428

TOTALS	5,688,238	5,737,081	+48,843	0.86	7,826	733

CENTRAL & WESTERN	1,428,680	1,437,610	+8,930	0.63	4,306	334
EASTERN	4,259,558	4,299,471	+39,913	0.94	3,520	1,221

Sources of Data: U.S. Bureau of the Census. 1980 Census of Population: PC80-1-B23: General Population Characteristics - Massachusetts.
World Almanac and Book of Facts, 1976. (for area)

higher enrollments in the east, the proportions correspond to the different resident populations in the two regions.

Four-year plus institutions, the colleges and universities, also depend to some extent upon the size of the population of the area in which they are located - state institutions generally more than private ones, and less selective (in either category) more than selective institutions. For this reason, the percentage of out-of-state students and even foreign students in selective private institutions can be utilized as one index of their admission standards. Such an index must be used with caution, unless it is confirmed by objective measures such as achievement scores or high school ranking. Otherwise, it may merely indicate that the school is searching further afield for students, in order to maintain or increase enrollment. The index is also generally less valid for state institutions, which require higher tuition rates from out-of-state students and are limited by law as to the numbers of such students they may admit.

The Commonwealth of Massachusetts is characterized by sharp contrasts in population density, as is evident from Table A (on p.93). The overall density of population is about four times higher in the eastern region than in the rest of the state. In fact, the four counties of the Boston metropolitan area - Essex, Middlesex, Norfolk, and Suffolk - contain about three and a quarter million inhabitants; more than half the population of the state (57%) resides in an area only slightly larger than one-fifth of its total territory (22.5% of the land area). Even though Essex, Middlesex, and Norfolk counties include substantial suburban areas, their density of population remains high, at over 1,500 inhabitants per square mile, almost five times higher than in central and western Massachusetts. In Suffolk County, in which Boston is located, the density of population rises to 11,600 persons per square mile, more than 30 times higher than in the central and western region. The contrast between the least and the most densely populated counties (Franklin and Suffolk) is in the order of a multiple of 123.

High density of population, characteristic of urban and metropolitan areas, enables educational institutions to grow in size through larger enrollments, and to specialize in the type of curriculum they offer (technical, business, professional) and in the range of subjects they teach (liberal arts and vocational). The typology of educational institutions in the suburban and ex-urban areas differs from that found in urban and metropolitan communities.

Community colleges in the urban areas in and near Boston, for instance, are typically much more vocationally oriented than their counterparts in the western part of the state. And, because of the vocational training they offer, the community colleges are often perceived as performing more useful functions than the neighboring 4-year public colleges, which in the more sharply stratified environment of the city are in direct competition with other liberal arts institutions.

Student populations in the various types of institutions tend to be socially homogeneous, especially in private schools. The low numbers of minorities (whether Black, Hispanic or Asian) at institutions well away from metropolitan centers (at North Adams 1%, at Bridgewater 2%) are indicative of the operation of socially selective processes. State colleges closer to Boston have higher proportions of minorities (mostly in the 4% to 8% range) but the anomaly of a state college with minorities at the 17% level was eliminated through the merger of Boston State College with the University of Massachusetts at Boston. Urban community colleges such as Roxbury generally have higher proportions of local minorities than state colleges, in line with the expected social stratification pattern. Homogenization of the student body by social class or family income level applies as well to private institutions, since high tuition makes not only talent but also financial means a precondition for enrollment. Through the selective process of admission and the setting of tuition at various levels, educational institutions tend to align themselves with existing elements of the social structure.

A significant dimension in the typology of higher education is represented by a continuum of class and income levels. Besides such well-established categories as public and private, selective and open admission, coeducational and single sex, urban, suburban and ex-urban, a meaningful typology would classify institutions according to which class or subclass they serve, and in what proportion. Such a typology would help explain the competition for middle class students. While there is little doubt about the placement of a talented upper-middle or upper class white student versus a mediocre minority or poverty-level student, the diffuse middle range (whether white or minority) is subject to competitive stresses from institutions of various types, of which the public/private divisions are perhaps of greatest consequence in educational politics. If the educational institution reinforces the student's self-image of belonging to a particular social segment, it is perceived as stabilizing social structure and hence performing a useful social function. For this reason, while heterogeneity of goals ("comprehensiveness") is a recognized institutional

ideal throughout the educational system, heterogeneity in a particular population is viewed as a problematic condition. Stresses which exist in society at large are anticipated and precluded in the more controlled environment of a college or university.

The individuality of an institution is the product of its integrative powers. Images created by architectural design, the types of facilities available, the impression created by location and grounds, are usually well integrated with expectations of conduct, the solution and control of organizational problems, and levels of educational performance. It is, therefore, not unexpected that the "atmosphere" of an institution abounds in signs indicative of its social and educational levels, and that even a short visit will identify its position on the ladder of social stratification. The tone is already set in the admissions literature, as it emphasizes the quality education to be obtained and the cultural and cosmopolitan orientation of the institution, or perhaps the practical vocational advantages to be obtained from its curriculum.

Institutional variations reveal themselves in atmosphere and curriculum, and in the liberal arts curriculum in particular in differing approaches to the study of non-western and third world societies and cultures. What can be designated the "classical" (or, philological) approach follows the example of study of the Greek and Roman classics, developed in 18th and 19th century European education and for many years a model for the American curriculum. It requires the study of languages (whether ancient or modern) and of forms of symbolic culture, such as literature, philosophy, religion, and art. A second approach can be called "traditional" (or, historical), since it follows the pattern of 19th century European and American scholarship which viewed history as affording the best access to the understanding of societies and cultures. It attempts to understand the sequential stages of development of a country and its political and social institutions in a broad historical perspective.

Both the classical and the traditional approaches often supplement each other in creating an understanding of non-western countries through the humanities. Yet a third approach, best named "contemporary" (or, sociological), is provided by social sciences such as cultural anthropology, ethnology, sociology, human and cultural geography, and by demographic, economic, and political studies, which focus primarily on the contemporary society and its culture.

The distinctive approaches of the humanities and the social sciences to the study of the third world approximate Windelband's distinction between ideographic and nomothetic

disciplines -- on the one hand, study of the unique values and characteristics of a specific culture, and on the other study of general patterns, processes, social structures and cultural systems. This differential emphasis can be recognized in the programs of a number of colleges and universities. Some tend to stress the humanities (Boston College, Mt. Holyoke, Smith, Wheaton), while others (Boston University, Brandeis) give special emphasis to the social sciences; some occupy intermediate positions on the scale (Amherst, Williams, Harvard), with a tilt toward the humanities. State universities seem to practice an even-handed approach, balancing the humanities and the social sciences, with new programs at UMass/Boston and SMU developing in the social sciences.

Of course, third world study occupies a position in the curriculum only at certain levels of the higher educational system, as our survey makes clear. At the basic vocational, occupational, and technical levels the third world receives only scant attention. An exception may occur in an urban location where a significant minority presence has a direct impact upon the shaping of the curriculum, as is the case with bilingual and Hispanic studies at Roxbury Community College. As a general rule, however, the more the location of such an institution is ex-urban the greater the chance of finding there a liberal arts program, and within such a program, some courses dealing with third world subject matter. The community and junior colleges in western and and southeastern Massachusetts have a relatively larger number of courses in sociology, anthropology and third world studies than most of their urban counterparts. That the ex-urban location plays a part in this process is confirmed by the fact that the curricula of state colleges and even state universities in similar locations tend to move in the same direction. In this context, we would rank state colleges like Fitchburg, Framingham, Westfield, and Worcester as relatively low and Bridgewater, North Adams, and Salem as relatively high on the score of inclusion of third world studies in their curricula.

Third world study occurs not only at that level of higher education where an academic (rather than vocational/technical) orientation and a liberal arts curriculum are fully developed, but its inclusion in a college or university curriculum is also encouraged by the presence of minorities in the population which the institution serves. A minority presence on any given campus may be linked with the enrollment there of foreign students from abroad, of students normally resident in the United States but not born here, or (especially in the case of public institutions) of minority students from the local community. On the next two pages, Tables B and C provide the totals and proportions of various minorities in Massachusetts. We have already

Table B: Massachusetts counties - Ethnic and Racial Composition, Part 1.

* = counties in central and western Massachusetts, as defined on p. 93

NOTE: Population totals in columns (a) and (b) are rounded to the nearest thousand, and are expressed in thousands.

	(a) 1980 Total Pop. (000)	(b) 1980 White Pop. (000)	Per cent b/a	(c) 1980 Non- White Pop.	Per cent c/a	(d) 1980 Black Pop.	Per cent d/a
Barnstable	148	143	96.6%	4,558	3.4%	1,796	1.2%
*Berkshire	145	142	97.9%	3,046	2.1%	2,038	1.4%
Bristol	475	457	96.2%	17,265	3.6%	4,795	1.0%
Dukes	9	...	not statistically significant				
Essex	634	614	96.8%	20,052	3.2%	6,675	1.0%
*Franklin	64.3	63.5	98.7%	776	1.2%	285	0.4%
*Hampden	443	396	89.3%	46,843	10.6%	27,794	6.3%
*Hampshire	139	134	96.4%	4,374	3.2%	2,013	1.5%
Middlesex	1,367	1,313	96.0%	53,828	3.9%	25,356	1.9%
Nantucket	5	...	not statistically significant				
Norfolk	607	592	97.7%	14,871	2.5%	6,014	1.0%
Plymouth	405	389	96.0%	16,079	4.0%	8,144	2.0%
Suffolk	650	478	73.5%	171,915	26.4%	127,232	19.6%
*Worcester	346	627	97.1%	19,462	3.0%	8,724	1.3%
11 counties	5,737	5,363	93.5%	374,201	6.5%	221,279	3.9%

Column (c) = (a) - (b), calculated from full totals given in the census tables cited below.

Because of rounding off, percentages do not always add up exactly to 100.

The totals for 11 counties include data for Dukes and Nantucket.

Source of data: U. S. Bureau of the Census.

1980 Census of Population: General Population
Characteristics - Massachusetts (PC 80-1-223).

Table C: Massachusetts counties - Ethnic and Racial Composition, Part 2.

* = counties in central and western Massachusetts, as defined on p. 93
 NOTE: Population totals in column (a) are rounded off to the nearest thousand, and are expressed in thousands.

	(a) 1980 Total Pop. (000)	(e) 1980 Non-White Non-Black Pop.	Per Cent e/a	(f) 1980 Hispanic Pop.	Per Cent f/a
Barnstable	148	3,162	2.1%	1,054	0.7%
*Berkshire	145	1,010	0.7%	874	0.6%
Bristol	475	12,470	2.6%	10,435	2.2%
Dukes	9	...	not statistically significant	...	...
Essex	634	13,377	2.1%	16,923	2.7%
*Franklin	64	491	0.8%	311	0.5%
*Hampden	443	19,049	4.3%	22,742	5.1%
*Hampshire	139	2,361	1.7%	1,733	1.2%
Middlesex	1,367	28,470	2.1%	23,537	1.7%
Nantucket	5	...	not statistically significant	...	...
Norfolk	607	8,857	1.5%	4,617	0.8%
Plymouth	405	7,935	2.0%	4,429	1.1%
Suffolk	650	44,883	6.9%	40,051	6.2%
*Worcester	646	10,738	1.7%	14,217	2.2%
14 counties	5,737	152,922	2.7%	141,043	2.5%

Column (e) was calculated as (c) - (d) from Table B, Part 1.

Percentages in (e/a) and (f/a) are based on full totals given in the census tables cited below.

Source of data: U.S. Bureau of the Census
 1980 Census of Population: General Population
 Characteristics - Massachusetts (PC 80-1-B23).

found, in Table A on p.93, that there are sharp contrasts in the state's population density and population distribution. From Tables B and C we learn that there is also considerable variation from one county to another in the concentration and proportion of minority groups.

In each instance, whether we are considering Blacks, Hispanics, or persons of races other than black or white (a category which includes Asians), we note that the counties of highest minority concentration are Suffolk, Hampden, Middlesex (in which Boston, Springfield, and Cambridge are respectively located). More than 80% of the Black population resides in those three counties. The concentration there of Hispanics is nearer to 60%, but if we extend our range to include Essex, Worcester, and Bristol, we find that more than 90% of the state's Hispanic population resides in these six counties. There is some overlap between the Black and Hispanic counts, since about one-tenth of the Hispanic population is classified as Black. This overlap is too small, however, to distort significantly the proportions for these two minorities.

The white population of Massachusetts amounts to 93.5% of the total, and the non-white population to 6.5%; if we subtract from this the 3.9% which represents the Black population, we obtain 2.6%, the proportion which is neither Black nor white. These are mostly Asian and Pacific people, along with a relatively small number of American Indians and Eskimos and a relatively large number in an undifferentiated category of "other races". The Asian population identified by specific nationality is estimated at about 1% of the total population for the state, and about half of that (by far the largest sub-category) is Chinese. For details of the sub-categories, see Persons by Race (Table 15) in 1980 Census of Population. General Population Characteristics - Massachusetts (PC 80-1-B23). Once again, the counties of highest concentration of races other than Black or white are Suffolk (6.9%) and Hampden (4.3%).

Each Asian nationality has a somewhat different pattern of distribution. The Chinese, as an older established group, have their heaviest concentration in Suffolk County, where Boston's Chinatown is to be found; there are also significant numbers of Chinese living in Middlesex and Norfolk counties, and over 85% of all Chinese in Massachusetts reside in these three counties. More recent Asian ethnic groups (with the exception of the Vietnamese) are most heavily concentrated in Middlesex County, which includes Cambridge. Of the state's 4,000 or so Koreans, almost half live in that county, as do similar proportions of the more than 3,000 Asian Indians and the approximately 4,000 Japanese. The Vietnamese appear to be more heavily concentrated in Suffolk county, like the Chinese.

These variations in residence patterns appear to reflect the two major trends of minority group concentration in the country as a whole. One pattern, by far the largest, is settlement dictated by work and low-cost housing opportunities, most often available in large cities and metropolitan areas. The Blacks and Hispanics who migrated to the north from the south and southwest and settled in Boston and Springfield, and the Portuguese and Cape Verdeans who found jobs and housing in the coastal cities of Bristol County were repeating a settlement pattern like that of most of America's earlier European immigrants. Those like the Amish and the Hutterites, who established rural enclaves since their work and housing remained linked to agriculture, were the exception to this rule.

America's second pattern of ethnic settlement is determined primarily by educational considerations. Significant numbers of the foreign-born arrive here as students and some of them eventually succeed in settling here permanently as immigrants. Although ultimately this type of immigration may be motivated by economic reasons, during the transitional stage of studenthood the concentration of this population is in major centers of higher education across the country, whether or not they are situated in urban areas. Currently there are more than 350,000 foreign students in the United States. A much larger than expected concentration of foreign ethnic groups in the vicinity of major universities is an indication that many former students and visiting faculty and researchers have become long-term residents of the locality. It is not unreasonable to infer that the unexpectedly large numbers of Japanese, Koreans, and Asian Indians in Middlesex County reflect the attractiveness of the proximity of Harvard and MIT.

Not all foreign students are going to become permanent residents or immigrants to the United States. But even their temporary presence on a campus may encourage the study of foreign cultures, just as the presence of minority students may give special impetus to the inclusion of third world studies in the curriculum. When we inquire which institutions are most likely to select and benefit from an ethnically-varied student body, we find that a much higher proportion of both minority and foreign students are enrolled in prestigious institutions than in less competitive ones, whether public or private. Although an exact count of minority and foreign students is not readily available, the percentages in Table D (p.102) indicate clearly the contrast between institutions rated as very highly competitive and those in the less competitive group, even though one must allow for a considerable margin of error.

Table D: MINORITIES AND FOREIGN STUDENTS

More competitive institutions:

	No. of Faculty	% with Ph.D.	Student Faculty Ratio	Per Cent Minority Students	Per Cent Foreign Students	Barron's Rating of Colleges
Boston U.	1,507	70%	14	9%	9%	very comp.
Brandeis	359	87	10	11	5	highly comp.
Clark	130	98	14	8	6	highly comp.
Harvard & Radcliffe	561	100	11	19	6	most comp.
MIT	1,294	90	4	28	6	most comp.
Mt. Holyoke	171	80	11	15	5	highly comp.
Smith	248	90	10	12	7	highly comp.
Tufts	313	93	14	12	3	highly comp.
Wellesley	224	81	11	22	5	most comp.
Williams	154	85	12	11	3	most comp.

Less competitive institutions:

Bridgewater	224	63%	19	2%	1%	comp.
Fitchburg	225	60	16	8	1	comp.+
Framingham	157	70	20	4	1	comp.
Merrimack	122	43	16	2	1	comp.
N.Adams	98	60	21	1	1	comp.+
SMU	297	75	15	5	2	comp.
Stonehill	85	73	17	1	1	comp.+
UMass/Amh.	1,230	80	18	8	1	comp.
Westfield	160	60	19	6	1	comp.+
Worcester	180	49	16	2	1	less comp.

Source of data: Barron's Profiles of American Colleges
13th ed., vol.1. N.Y. 1982

Not every foreign student comes from a third world country, but many (if not most) do so. More accurate figures available from the University of Massachusetts at Amherst, for the spring semester of 1983 (see Table E, next page) indicate that at least two-thirds of the foreign students there come from the developing countries of Africa, Asia, and Latin America; one quarter come from Europe; about 6% from Australia, Canada, and New Zealand. One half of the total group comes from various Asian countries, with the highest numbers from Taiwan (134), Iran (110), and India (99). And the university, as we have seen in Part I of this report, includes in its curriculum a substantial number of courses relating to the third world.

Table E: FOREIGN STUDENT ENROLLMENT
University of Massachusetts at Amherst
Spring Semester, 1983

FOREIGN STUDENTS	Non-Immigrant	Resident/Imm.	FIELD	
Graduate	547	102	Arts & Sciences	47.1%
Non-degree	41	25	Engineering	23.8%
TOTAL Graduate Level	588	127	Food & Nat. Resources	9.9%
Undergraduate	223	301	Education	7.9%
Exchange	72	—	Business Administration	8.5%
Special	6	4	Other	2.6%
Continuing Education	57	53	Male: 61.1% Female: 38.9%	
TOTAL Undergraduate Level	361	356	Visiting Foreign Faculty:	18
GRAD TOTAL	949	483	Visiting Foreign Researchers:	106
Total Foreign Student	1434		Countries Represented:	100
EUROPE 25.0% 359	AFRICA 5.1% 73	SOUTH ASIA 3.7% 124		
Austria 1	Cameroon 1	Bangladesh 4		
Belgium 5	Cape Verde 1	India 99		
Bulgaria 1	Ethiopia 7	Nepal 3		
Czechoslovakia 1	Gambia 1	Pakistan 14		
Denmark 2	Ghana 6	Sri Lanka 4		
Finland 4	Kenya 8			
France 17	Lesotho 4	LATIN AMERICA/		
Germany 33	Liberia 2	CARIBBEAN 12.9% 185		
Greece 31	Mali 3	Argentina 16		
Hungary 1	Nigeria 23	Bahamas 2		
Iceland 2	Senegal 1	Barbados 5		
Ireland 12	Sierra Leone 1	Bolivia 2		
Italy 17	South Africa 9	Brazil 9		
Netherlands 10	Swaziland 2	Chile 5		
Norway 8	Tanzania 1	Colombia 25		
Poland 12	Zaire 1	Costa Rica 2		
Portugal 33	Zambia 1	Cuba 4		
Spain 3	Zimbabwe 1	Dominican Republic 10		
Sweden 19		Ecuador 6		
Switzerland 10	EAST ASIA 29.8% 427	El Salvador 1		
United Kingdom 116	Burma 1	Grenada 1		
U.S.S.R. 13	China 46	Guatemala 5		
Yugoslavia 6	Hong Kong 53	Guyana 3		
MIDDLE EAST/N. AFRICA 12.6% 151	Indonesia 11	Haiti 4		
Algeria 9	Japan 36	Honduras 2		
Cyprus 1	Korea 51	Jamaica 13		
Egypt 3	Malaysia 15	Mexico 15		
Iran 110	Philippines 16	Nicaragua 1		
Iraq 3	Singapore 7	Paraguay 1		
Israel 9	Taiwan 134	Peru 5		
Jordan 5	Thailand 11	Trinidad & Tobago 3		
Kuwait 2	Vietnam 41	Uruguay 5		
Lebanon 19		Venezuela 40		
Saudi Arabia 4	OTHER 5.9% 85			
Syria 3	Australia 5			
Turkey 12	Bermuda 1			
Yemen 1	Canada 75			
	New Zealand 4			

Source of data: Foreign Student Office, UMass/Amherst.

B. DISCUSSION

Our analysis of the demographic data on ethnic groups and the survey data on the extent of third world studies in Massachusetts colleges and universities has led us to explore the relationship between the introduction of third world studies into the curriculum and the ethnic composition of the state. Trends we are observing in Massachusetts are part of a larger pattern which is becoming evident in American society as a whole. Historically a nation of white immigrants and of a sizable black population, America is changing through the influx of new ethnic groups which are racially "non-white" and are linguistically distinct, coming predominantly from Asia and Latin America. This third world component is the fastest growing element in the U.S. population, and it brings with it a subtle cultural diffusion of non-western models, whether symbolic, religious, philosophical, or related to life values.

Even popular magazines take note of the impact of the new immigration. Time (May 18, 1981) in an article entitled "Closing the Golden Door" points out that in 1980 more than 800,000 immigrants entered the United States legally, a level of immigration close to the historical high point in the first decade of the 20th century but with a quite different ethnic mix. From 1901 to 1910 about 92% of our immigrants came from Europe, while in the decade of the 1970's only 18% did so. More than 43% of the recent immigrants come from other countries of the western hemisphere (mostly from Latin America) and 35% come from Asia. In addition, it was estimated that in 1980 between one half and one million persons would enter the United States illegally (mainly from Latin America). In 1981 the Hesburgh Commission on reform of immigration policies recommended raising (at least temporarily) the annual limit of legal immigration from 270,000 to 450,000. If present trends continue, it is thought that 35 million immigrants would arrive in this country during the last two decades of this century, a number almost as large as the total European immigration over a period of 100 years.

A more recent article in Time (June 13, 1983) only confirms what was suspected two years earlier. Even during a period of high unemployment, illegal immigration continues at an accelerated rate as the U.S. government appears to be "losing control of its borders" and estimates of as many as 2 million illegal aliens entering the country in 1983 are offered. A veritable ethnic explosion has occurred in Los Angeles County, presaging what may happen in other metropolitan areas. In the 13 years from 1970 to 1983 there has been exceptionally rapid growth there of Latin American and

Asian ethnic groups. In that period, Mexicans grew from 822,000 to 2,100,000; Taiwanese from 20,000 to 200,000; Chinese from 41,000 to 153,000; Koreans from 9,000 to 150,000; Filipinos from 33,000 to 150,000; Arab-Americans from 45,000; and Israelis from 10,000 to 90,000 - to note only some of the highest growth rates.

The impact is felt not only through sheer numbers, but also in the educational system through direct participation. In its issue of March 28, 1983, Time noted that while Asian Americans represent only about 1.5% of the U.S. population, "some 10% of Harvard's freshman class is Asian American". Further, "while no more than 15% of California high school graduates are eligible for admission to the University of California system, about 40% of Asian Americans qualify". And, on the other side of the country, "of 83 students on the honor roll at Brighton High (in Boston), 56 are Vietnamese. All 32 Vietnamese members of last June's graduating class went on to college".

There appears to be no foreseeable end to the new immigration, since the socioeconomic forces which originally set it in motion are not subsiding but are rather gathering momentum. American society will not only continue to be affected by the external impact of some of the fast developing third world countries (as in the economic competition generated by their substantially lower labor costs, or by their superior organization of production), but it will increasingly experience a third world presence internally, within its own geographic boundaries and its own institutions.

One cannot claim, however, that the American public is fully aware of these long-term trends, or that the educational system has adjusted to the changing worldwide situation. Foreign languages as well as foreign cultures still receive very little attention in American schools, as is documented in a series of quotations in Harpers, May 1981 (pp.64-65). A few selections show the seriousness of the problem and the lack of specific educational policy to cope with it:

"The State Department no longer requires any background in another language as a condition of entry into the foreign service." (Rep. Paul Simon: The Tongue Tied American. N.Y., Continuum, 1980)

"The European division of the office of the Secretary of Defense has seventy to eighty employees, who deal mainly with base site negotiations. None of the staff speaks German or French." (Allen Kassof, executive director, National Council on Foreign Language and International Studies.. November 1980)

"About 25 per cent of the army and navy jobs for which foreign languages skills are deemed essential remain unfilled. About 20 per cent of such positions in the air force and 35 per cent in the Marines remain unfilled." (The New York Times, January 4, 1981)

"No one in the U.S. Embassy in India speaks Hindi." (Rep. Paul Simon, op.cit.)

"A national assessment of the world knowledge of high school seniors showed that 40 per cent thought Israel was an Arab nation, and only somewhat fewer thought that Golda Meier was president of Egypt." (Change magazine, October 1978)

"only one out of twenty public-high-school students studies French, German, or Russian beyond the second year." (The President's Commission on Foreign Language and International Studies, November, 1979)

"Of the 11 million U.S. students seeking graduate and undergraduate degrees, fewer than one per cent are studying the languages used by three fourths of the world's population." (Rep. Paul Simon, op.cit.)

"In the Soviet Union there are almost 10 million students of English, but there are only 28,000 students of Russian in the United States." (Shirley M. Hufstедler, former secretary of education, The New York Times Magazine, Jan. 11, 1981)

One would assume that if not foreign languages, at least geography would attract an adequate number of students. But the teaching of geography is one of the weakest spots in the American high school program, by almost any standards of international comparison. Nor does the college curriculum compensate for this deficiency. Only 410 colleges and universities have geography departments, and "such major institutions as Brown, Cornell, Duke, Harvard, Princeton, Stanford, Vanderbilt and Yale do not." (Chronicle of Higher Education, May 26, 1982) The same article points out that the University of Michigan has closed its geography department, that only about half of the U.S. colleges offer any geography courses at all, and that undergraduate enrollment in geography declined by more than 12% in the period 1973-1981.

Our neglect of foreign societies and cultures does not appear to be limited to those of the third world. On April 6, 1983, the Chronicle of Higher Education reported that Congress was being asked to spend \$50 million to reverse the "dangerous decline" in the quality and quantity of American

scholarship on the Soviet Union and Eastern Europe. In this regard, George F. Kennan, former diplomat and professor emeritus of the Institute for Advanced Study in Princeton, testified that the level of American expertise on the Soviet Union, which was "fairly high in the immediate postwar years, ...has...within the past decade been declining seriously." As the article goes on to emphasize, American interest in Soviet affairs has been diminishing while Soviet research on the United States has increased dramatically. One of the major centers of such research is the Institute of U.S. and Canadian Studies of the Soviet Academy of Sciences, directed by Georgi A. Arbatov. There is no equivalent institute or program of similar scope in the United States. In the social sciences, Eastern Europe is one of the areas of the world least explored by sociologists, anthropologists, and economists; with the possible exception of history and political science, it is a virtual blind spot in American higher education.

However, Soviet and East European studies are handicapped by serious obstacles to direct, informal and personal contact, firsthand knowledge and on the spot research in the region. All possible relationships are highly politicized, and research abroad on both sides can be carried out only in limited and formal settings. In comparison, the third world remains relatively open to contact and research, and for economic and political reasons it is potentially far more significant to the United States than are the socialist countries of Eastern Europe.

Curriculum innovations are often inspired by political, economic and social changes, domestic as well as international. The sputnik era of the late 1950's brought emphasis upon technology, engineering, science, and mathematics, and (at least for a time) upon Russian and East European Studies. The war in Vietnam, domestic unrest, and the rise of the civil rights and other protest movements brought about many innovations in social sciences curricula; the most conspicuous are the development of women's studies and the growth of the study of third world minorities.

More recently, the need for global, cross-cultural, multiethnic and minority education has been promulgated by the national and state education associations. Resolutions of the 1981 and 1982 NEA conferences refer to the need for bilingual and ESL (English as a Second Language) education, to American Indian and Alaskan Native education, to education for Asian and Pacific American children, to Black American education, and to education for refugees, undocumented aliens and nonresident children. Article B-3: Multicultural/Global Education, states that such education "is a way of

helping every student perceive the cultural diversity of U.S. citizenry...(and) develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources." Article B-3 goes on to urge that teachers be trained for effective implementation of these goals. Article B-6: Chicano and Spanish-Speaking Self-Determination in Education, emphasizes employment of sufficient bilingual teachers and counselors to meet student needs. The Massachusetts Teachers Association also refers in its 1980, 1981 and 1982 resolutions to Global Education, which "recognizes the interdependence of peoples and nations and advocates the development of programs which will promote international awareness and understanding as part of every student's curriculum."

Multiethnic and multilingual groups are already present in many Massachusetts communities and school systems. According to a November 24, 1982 report in the Amherst Record, over 30 languages are spoken by students attending elementary and secondary schools in Amherst. These languages include Arabic, Danish, French, Tamil, Urdu, Igbo (Eastern Nigeria), Kijaka (Chad), Sinhala (Sri Lanka), Serbian, Latvian, Khmer (Cambodia), Hebrew, Spanish, Russian, Chinese and Japanese. More than 70 students have only limited English; among them are 27 speakers of Khmer, 13 speakers of Vietnamese, and 12 speakers of Spanish.

Teachers and others in public service who deal with minorities can benefit from a deeper understanding of global issues and of societies and cultures outside the orbit of western civilization. A proposal for a program of third world study which would enhance this understanding follows, as the last part of this report.

C. PROPOSAL FOR AN ACADEMIC PROGRAMCERTIFICATE IN THIRD WORLD STUDIES

It is proposed that North Adams State College establish a program leading to a Certificate in Third World Studies. This would be a one-year research oriented program, encouraging independent study by students under the supervision of faculty members. It would have the following features and requirements:

1. Each certificate student will complete 8 three-credit courses, designated for certificate purposes by the social science and humanities divisions. Each course will deal directly with third world subject matter: some, in general, as in sociology of the third world, ethnology, political problems of developing nations; others, with the anthropological, demographic, economic, geographic, historical, political, religious, or sociological aspects of particular third world societies or third world minorities in the United States. The following courses, listed in the 181-1983 NASC Catalog, could provide a foundation for the third world program:

Geography

GY 265	Geography of the Arab World	Melville
GY 310	Geography of South and East Asia	Heiligman
GY 340	Geography of Mexico and the Caribbean	Combs

History & Political Science

HI 106	Latin American Civilization	Hansis
HI 305	The Development of Modern Asia	Connerton
HI 306	The Middle East in the Modern World	Connerton
PL 305	Political Problems of Developing Nations	Bence
PL 331	African Politics	Bence

Philosophy

PH 110	Introduction to World Religions	Gomez
--------	---------------------------------	-------

Sociology & Anthropology

AN 161	Ethnology of Religion	Price
AN 261	Ethnology	Price
AN 261	Ethnology of India	Mark
AN 351	Culture and Personality	Price
SO 322	Population	Mark
SO 332	Sociology of the Third World	Mark
SO 401	Comparative Ethnic Relations	Mark

2. Each certificate student will also complete one of the following options:

Option (a) - a comprehensive fieldwork project, with findings reported on in a paper or thesis of

about 60 pages. The fieldwork project would be carried out in consultation with the faculty advisor, either during one semester or during January and the summer months (each alternative representing a 4-month period) and will carry 6 credits. Since 6 credits represent half the usual semester load, the student could at the same time either engage in part-time employment, or could carry 6 hours of formal course work (acceptable to NASC) at another institution in the project area.

Option (b) - a short fieldwork project, with findings reported in a paper of about 30 pages, carrying 3 hours of credit; and directed reading and study of books, articles, and other resources (such as census data, statistical yearbooks, U.N. publications), reported on in a paper of about 30 pages, also carrying 3 hours of credit. This option could be completed during the regular academic year, since there would be sufficient time to carry out fieldwork during the usual semester breaks (especially the January intersession) and at least some weekends. Both parts of this option would be completed in consultation with the faculty advisor. A reading list of 20 to 30 books and articles dealing with the topic of specialization (see para. 3 below) would be drawn up and approved before the student begins intensive study.

Option (c) - a fieldwork project in a third world country. It would be unrealistic to make such a project a requirement for the certificate. However, any student prepared to go abroad (after consultation with his advisor) for at least a month of fieldwork during the January intersession, in the summer months, or in a regular semester should be encouraged to do so. He could receive an additional 3 to 6 hours of credit for such fieldwork and have the formal course requirements reduced from 24 to 21 or even 18 credits. A written report, as in option (a), would be required.

3. The Certificate in Third World Studies would indicate proficiency in an area of specialization and a command of the pertinent subject matter, such as the geography, history, social structure, folklore, or economy of an area or of an ethnic group. The student will be required to complete an examination (written or oral) in the field of specialization. The examination would be administered jointly by the student's faculty advisor and another faculty member (from the department of the student's major or field of research). It would assess the student's ability to plan and undertake a fieldwork project, his familiarity with the list of readings, if option (b) were chosen, and the formal course work.

4. Student admission to the certificate program will require junior or senior status and evidence of good progress toward the completion of a major in one of the social sciences; a minimum C or C+ grade in the major could be required.

If a program leading to a certificate was not thought feasible, the program could be structured instead as a separate interdisciplinary major in the social sciences and humanities, administered by the department of general and interdisciplinary studies. Or, the program could satisfy the criteria of an interdisciplinary minor, which could complement some other social science major. In this latter case, only 6 courses (18 credit hours) would be required, without the directed reading or fieldwork of the certificate program.

However, as a Certificate in Third World Studies program, it should be administered by one of the social science departments, most logically by the department of sociology and anthropology (in which the course on sociology of the third world was first developed).

5. Ordinarily, an undergraduate admitted to the certificate program should be able to complete the selected certificate courses during the junior and senior years, fulfill the requirements for his major, and complete the fieldwork and/or directed reading during any of the January intersessions or summer vacation periods. However, some students interrupt their study for a semester or more in order to work, or combine part-time study with part-time employment; a number of these students graduate in January rather than in June. With careful planning, the certificate program would enable such students to add another semester of study and to graduate in June with both a social science major and a Certificate.

6. Many colleges in Massachusetts, both public and private, have graduate programs or at least offer some graduate courses, as we noted in our survey. North Adams State College could increase the range of its graduate offerings by including within this certificate program some courses at the graduate level. Students interested in continuing graduate study elsewhere could transfer up to 6 hours of this graduate credit to another institution.

7. A number of state colleges offer off-campus courses in suitable locations (such as community colleges, or high schools) wherever a sufficient number of interested students can be found. Since we anticipate that some school teachers may be interested in extending or upgrading their present qualifications through this certificate program,

we should consider offering some of the courses (whether undergraduate or graduate) in such places as Greenfield, Ashfield, or Pittsfield.

8. We identified earlier, in our survey, a number of consortia and other cooperative arrangements among private and public colleges and universities. In western Massachusetts, Westfield State College is particularly active in working out cooperative linkages with other colleges, in the Springfield area and even as far afield as Berkshire Community College. The advantage of formalizing similar arrangements should not be overlooked. They would benefit our students and would attract to our campus students from other locations. In the proposed certificate program, our students would benefit from doing fieldwork in the urban area of Springfield, which, next to Boston, has the largest number and greatest variety of third world and other minorities in the Commonwealth. Even our students of social work and social services could benefit from more formalized access to the institutions of the Springfield area.

The certificate program would encourage students to select and study a third world area of special interest to them, such as the Caribbean, Latin America, Africa, or Asia. Faculty members of several departments at NASC have strong interests in Latin America and Asia, but our relative weakness is in African and Afro-American studies. Williams College, on the other hand, offers a program in Afro-American Studies, and also pays special attention to the Middle East. It might be possible to work out a cooperative agreement specific to this certificate program, whereby students from each campus could take at least one specialized course at the other.

9. Assurance of quality of college instruction is best maintained by on-going and well-structured research in which students as well as faculty participate. While funds are always useful, and even necessary for long-term planning, the initiation of research can be accomplished with relatively modest means. It is proposed that North Adams State College establish a Center for the Study of Third World Societies and Minorities, which would undertake research, fieldwork, and collection of data on third world ethnic groups in Massachusetts and elsewhere. Major centers of such study exist in Albany, Amherst, and Boston. It might be possible to establish more formal contacts with institutions in those cities.

10. Foreign language competence always facilitates research abroad or among linguistic minorities, and provides a key to the understanding of foreign cultures. Although it

would not be realistic to make knowledge of a foreign language a pre-requisite or a requirement for the certificate, students should be encouraged to study French or Spanish (or both), since these languages are widely spoken in many third world countries. Portuguese, which is spoken by one half of the South American population and in several African countries, would be the next best choice, after French or Spanish.

Students who show interest in studying other third world languages should be supported in their endeavors. This is possible (as Boston State College showed) by providing audiovisual texts and tapes, and (as Boston University showed) by encouraging tutorials with native speakers. Any one of the major and widely used Asian languages (Arabic, Hindi, Malayan, Mandarin, Cantonese, Japanese, or Korean) would be a valuable asset to a student. Language learning materials in the form of tapes, records, and texts are available and relatively inexpensive, but these are languages best learned with the help of native speakers. If native speakers could be found among the students of the area, NASC could offer grants for such tutorial help.

Details of the Certificate in Third World Studies here proposed would have to be worked out with the departments concerned and with the college administration, but the program is within the reach of a 4-year public college. It is assumed that it would encourage some of the current students at NASC to extend their study, and that it would attract new students from areas where such a program is not available. Older students, those already employed in teaching, in social and community services and in business, as well as state and local government employees who come in touch with non-Western minorities may also be interested in the Certificate. Students who plan graduate study and wish to gain experience in research and writing are others who would find the program useful. It is hoped that it would be broad enough to accommodate all these varied interests, and that its implementation (especially in the initial stages) could be as flexible as the curriculum structure would permit.

INDEX OF COLLEGES & UNIVERSITIES

American International C.	20	Mass. Maritime Academy	60
Amherst C.	23	Merrimack C.	43
Anna Maria C.	16	Middlesex C.C.	39
Assumption C.	17	Mt. Holyoke C.	22-23
Babson C.	42	North Adams State C.	15, 33-35
Bentley C.	42	North Shore C.C.	39
Berkshire C.C.	10	Northeastern U.	78-80
Boston C.	61-63	Northern Essex C.C.	39
Boston State C.	52-54	Quincy Junior C.	41
Boston U.	63-67	Radcliffe C.	70
Brandeis U.	67-70	Roxbury C.C.	40
Bridgewater State C.	58-59	Salem State C.	57-58
Bristol C.C.	39	Simmons C.	46-47
Bunker Hill C.C.	38	Smith C.	24
Cape Cod C.C.	40	Southeastern Mass. U.	89-90
Clark U.	31-33	Springfield C.	21
C. of Our Lady of the Elms	17	Stonehill C.	44-45
C. of the Holy Cross	16	Suffolk U.	80-81
Curry C.	43	Tufts U.	81-83
Dean Junior C.	40-41	UMass/Amherst	29-31
Emmanuel C.	45-46	UMass/Boston	85-88
Fitchburg State C.	54-55	U. of Lowell	84-85
Framingham State C.	55-56	Wellesley C.	48-50
Gordon C.	43	Western New England C.	21-22
Greenfield C.C.	10	Westfield State C.	11-12
Hampshire C.	24-27	Wheaton C.	50-51
Harvard U.	70-77	Williams C.	27-28
Holyoke C.C.	10-11	Worcester State C.	13-14
Lesley C.	51		
Massachusetts C.C.	39		
Mass. Bay C.C.	38		
Mass. C. of Art	60		
M I T	77-78		